Inspired by Catholic Social Teaching, the Office of Service-Learning at the University of St. Thomas accompanies local and global community partners by supporting the design, implementation, and evaluation of discipline-specific service-learning components. These requirements invite students to examine how unjust social systems harm us all, and how engagement can positively impact public health, environmental sustainability, educational access, economic justice, racial reconciliation, gender equity, and human rights.

By drawing on the expertise of our partners in the community, our office develops initiatives to prompt our students to advocate for justice, peace, and non-violence by becoming:

- Companions for Public Health
- Companions for Environmental Sustainability
- Companions for Educational Access
- Companions for Economic Justice
- Companions for Racial Reconciliation
- Companions for Gender Equity
- Companions for Human Rights
- Companions for Global Justice

Academic service-learning is a teaching and learning strategy involving a reciprocal relationship between the University and a community partner, in which academic coursework and reflection are integrated with meaningful civic engagement; it is designed to enhance students' learning and to encourage social responsibility.

—from UST's Service-Learning Advisory Board (Spring 2007)
Appointment of Interim Director

Dr. Kimberly Vrudny, Associate Professor of Systematic Theology and Project Director for HIV/AIDS Initiatives, has been appointed Interim Director of Service-Learning for spring semester 2012. Those familiar with Dr. Vrudny’s work will recognize her qualifications for this post. Beginning in 2004, she collaborated with Open Arms of Minnesota to introduce students to the thorny issue of the glorification of suffering in the Christian tradition in her course on theological aesthetics, “Theology and Beauty,” and published a juried article about the experience in David C. Robinson (ed.), God’s Grandeur: The Arts and Imagination in Theology (Maryknoll, NY: Orbis, 2007). In 2005, she co-authored and won a grant from Minnesota Campus Compact to support the creation of HIV/AIDS Initiatives at the University of St. Thomas—a cluster of courses responding to the HIV/AIDS epidemic in our own community. To date, 21 faculty members have engaged in the Initiatives with ongoing support from the University of St. Thomas, offering 83 sections of classes in which more than 1,500 students have conducted discipline-specific work in partnership with Open Arms of Minnesota, Clare Housing, and Minnesota AIDS Project. The Initiatives have an international component, as well. In collaboration with Dr. Barbara Gorski’s Business 200 program and Mr. Jacob Cunningham’s VISION program, students have raised a total of $24,000 to purchase groceries for 600 families living with HIV in the townships outside of Cape Town, South Africa. These food parcels are assembled and distributed by students enrolled in Vrudny’s international J-term service-learning course, “AIDS, Apartheid, and the Arts of Resistance.” Vrudny has served as a member of the service-learning advisory board since she began implementing the pedagogy in her own courses in 2004. Colleagues granted her the Faculty Service-Learning Award in 2006. In addition to chairing the committee that will search for a permanent director, throughout the semester, Vrudny will be designing programs to support faculty engaged in this potentially transformative pedagogy, conducting workshops to introduce faculty to the pedagogy and to assist them in publishing about their experiences using the pedagogy in their courses, and overseeing the activities of the advisory board with its ongoing focus on quality of engagement.

From the AVP

Dr. Eleni Roulis,
Associate Vice President for Academic Services and Special Programs
The Chronicle of Higher Education’s February 7th online issue features the headline, “Harvard Conference Seeks to Jolt University Teaching,” announcing that the Ivy-League University has received a $40-million grant from Gustave and Rita Hauser to create the “Harvard Initiative for Learning and Teaching.” Dan Barrett’s article goes on to explore how teaching methods are sometimes ill matched to the ultimate objective of assisting students to learn. The Harvard Initiative is focused on creating competence in methods that are better suited to the goal of student’s obtaining mastery of course content. By quoting Nobel Prize-winning physicist Carl E. Wieman, Barrett conveys the point that, in order to serve well the task of teaching and learning, “[i]t really requires someone to be doubly expert” in both one’s own discipline as well as in pedagogy. Wieman goes on to say, “These doubly expert faculty members . . . can show colleagues how to apply new approaches to teaching the discipline.”

I read this article during my second week on the job in my role as interim director of service-learning, and resonated with higher education’s commitment to support faculty members as they develop a double expertise in pedagogy alongside their chosen discipline. Faculty come to the University of St. Thomas already expert in their chosen discipline (or more than one field, if they are doing interdisciplinary work), and come to our offices in service-learning and faculty development with an interest in gaining yet another specialization by plunging into pedagogy. Whereas Wieman believes that “[t]oo often, faculty members teach according to habits and hunches,” our office is dedicated to the development of expertise in our faculty through the practice of transformative pedagogies grounded in the best research and implemented using the highest standards for effective practice. Although I will be in this role for only a short time as we conduct the search for a permanent director, my goal for the semester is to position the office in such a way as to enable the incoming director to be welcomed to the University of St. Thomas both equipped and empowered to support faculty in the endeavor to acquire this double expertise.

To that end, we are publishing “The Service-Learning Companion,” a newsletter intentionally grounded in the philosophical understanding that service-learning must be mutually beneficial: in our courses, we accompany a partner in the
community to serve its mission, even as our community partners accompany us to serve our educational objectives. We are companions on the road attentive to the common good, creating together our common future.

I am hopeful that this idea of companionship is a way we can think together about how best to tell the story about the great initiatives that are already underway at the University of St. Thomas, clustered as they are around various challenges confronting us all. At our very best, the University of St. Thomas could become known by our local partners and wider community as a Companion for Public Health, for Environmental Sustainability, for Educational Access, for Economic Justice, for Racial Reconciliation, for Gender Equity, and for Human Rights. Our international partners could know the University of St. Thomas as a companion for global justice.

In this inaugural issue, for example, we highlight Nekima Levy-Pounds and Camille George for the quality of their work and the caliber of their engagement as they embody St. Thomas’ mission, and educate students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good. The courses they are offering in the school of law and the school of engineering model how the University is developing a positive reputation in the community as a companion for civil rights and global justice. These are only two of the innumerable examples of excellent work going on in the classrooms at St. Thomas as they interact with the wider community. All of these stories deserve some attention, and in the semesters ahead, we will feature still more.

In addition to the ongoing search for a permanent director, we have been busy in the office planning a full program for the semester, with opportunities for faculty to gather for the purposes of publishing scholarly articles about their engagement in the community, studying together Paulo Freire’s work in critical pedagogy, providing and receiving advice, support, and encouragement at a faculty luncheon, and introducing new participants to the best practices of service-learning at an introductory workshop. The details about these opportunities are published in this edition of The Service-Learning Companion, including an “at-a-glance” calendar to help friends of the office keep track of all the activities being generated. We are also promoting the good work of the LuAnn Dummer Center and Student Diversity and Inclusion Services to encourage attendance at the excellent programs they have arranged for the spring, as the University hosts Sheryl WuDunn (co-author with Nicolas Kristoff of Half the Sky), and “Sonny” Lacks (son of Henrietta Lacks, of the Immortal Life of Henrietta Lacks fame).

I am always interested to receive your ideas—so please correspond as you ponder the possibilities before us, and as we accompany those in the community who have been made vulnerable, and who teach us always more about what it means to be human. ■
Thoughts to Sustain You

There is a pervasive form of contemporary violence to which the idealist fighting for peace by non-violent methods most easily succumbs: activism and overwork. The rush and pressure of modern life are a form, perhaps the most common form, of its innate violence.

To allow oneself to be carried away by a multitude of conflicting concerns, to surrender to too many demands, to commit oneself to too many projects, to want to help everyone in everything is to succumb to violence. More than that, it is cooperation in violence. The frenzy of activists neutralizes their work for peace. It destroys their own inner capacity for peace. It destroys the fullness of their own work, because it kills the root of inner wisdom which makes work fruitful.

—Thomas Merton

Since we began the course designation process in 2006, 4,992 students have enrolled in courses with a designated service-learning component. Almost 1,500 of these participated through the University’s HIV/AIDS Initiatives. 66 faculty have participated, teaching 145 sections of classes representing 30 disciplines:
- accounting • art history • biology • business • business law • marketing • management • operations management
- communication studies and journalism • computer science
- education • engineering • English • environmental science • French
- geography • health and human performance • history
- interdisciplinary studies • justice and peace studies • mathematics
- music • philosophy • political science • psychology • social work
- sociology • Spanish • statistics • theology

The best way to find yourself is to lose yourself in the service of others.

—Mahatma Gandhi
The Community Justice Project and Brotherhood, Inc.

The Community Justice Project (CJP) focuses on issues at the intersection of race, poverty, and the juvenile and adult criminal justice systems. It challenges laws and policies that produce disparate outcomes for communities of color. In CJP, law students gain hands-on experience in service-learning by engaging in community advocacy, making policy recommendations, and engaging in legal research and writing, to name a few. For example, in 2006, the CJP began working in partnership with the St. Paul Branch of the NAACP and then St. Paul City Attorney, John Choi (now Ramsey County Attorney), to address the increase in arrest rates in St. Paul amongst African Americans who were charged with Obstructing Legal Process or OLP. After hearing the community’s concerns, Professor Artika Tyner drafted a memo analyzing the OLP statutes and case law and presented the memo to Choi. Choi agreed with the CJP’s position that the laws were being misapplied in many OLP cases. Choi then re-trained the assistant city attorneys in his office and began discussions with the St. Paul Police Department to change its practices. This collaboration led to a precipitous drop in the number of OLP cases that were being charged and, as such, represented a significant victory for community members and social justice advocates.

As a scholar-activist, one of the issues that I am most passionate about and most perplexed by is the over-representation of young African American males in the juvenile and adult criminal justice systems in Minnesota and across the country. Although Minnesota has the 49th lowest rate of incarceration in the country, it had the second highest rate of prison growth over the last ten years. Of the more than 9,000 prisoners incarcerated in state prisons in Minnesota, roughly 35% are African American, although blacks comprise less than 5% of the population here. Black men are over-represented amongst the prison population; under-represented amongst those who are gainfully employed; at higher risk of death from homicide and violence; and experience chronic poverty and marginalization at unacceptable levels.

In 2007, we began researching the over-representation of young African American males in the criminal justice system in Minnesota in general and the Twin Cities in particular. Through CJP’s research, we discovered that this segment of the population was experiencing high rates of incarceration and unemployment and had little access to community-based activities that were specific to their needs. As such, we began researching programs around the country that specialized in taking a holistic approach to addressing the needs of populations that were experiencing economic disenfranchisement, criminal justice impacts, and gang involvement. One program that we were impressed by
was Homeboy Industries of Los Angeles, which houses the largest reentry and gang intervention initiative in the country.

To gain more knowledge about Homeboy Industries, I traveled to Los Angeles in July of 2007 to tour Homeboy Industries and to meet the participants of the program. Needless to say, I fell in love with the place and wondered whether the Homeboy Industries’ model could work in the Twin Cities to address the needs of young African American males. Thus, we began an exploration to determine the answer to that question. In the fall of 2007, we flew two CJP students to Homeboy Industries to tour the facility and to meet and interview the staff and participants of the program. Our students returned with an amazing drive and determination to help bring our vision to fruition and to engage the broader community in effecting social change.

In 2008, the CJP began a partnership with Aurora/St. Anthony Neighborhood Development Corporation, the St. Paul Branch of the NAACP, and St. Paul community members in order to begin shaping and implementing the program that one of our students aptly named Brotherhood, Inc. Thus, Brotherhood, Inc. was developed as a grassroots, community-based response to help break the devastating cycles of poverty, unemployment, and incarceration facing young African American males in the Twin Cities.

Brotherhood, Inc. officially opened its doors on University Avenue in St. Paul on December 15, 2011, and its mission is to enable young African American males to envision and achieve successful futures. There are currently six young African American men who receive services through Brotherhood, Inc. They are currently employed on a part-time basis by the organization. Brotherhood, Inc. participants take part in life-skills development activities and gain knowledge in areas such as financial literacy, stress management, fitness and wellness, self-advocacy and empowerment, African Americans and the Law, and arts-based cultural development. Participants also attend and engage in community events and discussions on topics such as anti-racism and criminal justice issues. In order to help address the financial constraints the young men face, they are currently employed through Brotherhood Brew, a social enterprise that CJP students helped to create, that offers organic fair trade coffee and other beverage products for sale to individuals, businesses, non-profit organizations and government entities.

Although Brotherhood, Inc. is still in the early stages of development, it is a model that has tremendous promise in Minnesota and across the nation to help break the destructive cycles that too many of our young men experience. CJP students have been involved in every facet of Brotherhood, Inc.’s development and implementation since the origins of the project. They have become the driving force behind the early success of the organization. To that end, CJP students have helped to raise seed money for the program, have conducted legal research, drafted legal documents and business plans, developed curriculum and a social media platform, and have helped to shape the overall direction of the program.

Our work in creating Brotherhood, Inc. demonstrates the power of service-learning and the potential of higher education to use its resources and student creativity and commitment to address complex social issues that impact our poorest communities.
Peace Engineering: The Breadfruit Project

For the past decade, the School of Engineering has been involved in service-learning engineering projects aimed at providing sustainable technical solutions for people found at the base of the pyramid. These people typically earn about $4/day, and are often subsistence farmers. Despite their large global numbers, these people are rarely the focus of the engineering establishment. I have been leading one of the projects, which is aimed at transforming surplus fresh breadfruit in Haiti and other Caribbean nations into flour.

Breadfruit is an underutilized staple crop long recognized for its potential to alleviate hunger in tropical climates. It can be grown sustainably with minimal agricultural inputs and can be multi-cropped with high value cash crops. Breadfruit has impressive yields compared to the current predominant staple crops such as wheat, corn and rice. A mature tree can produce 200 or more fruits per season, with an average fruit weight of 1-2 kg. The fruit is high in carbohydrates and contains important minerals and vitamins. The biggest limiting factor for large-scale production and international trade is its short shelf life. One approach to increase its shelf life and to create new products that can be incorporated into a variety of diets is to produce gluten-free breadfruit flour. The value of increased post-harvest processing techniques can be enormous in areas where raw materials are in abundance. An alignment between the grower, processor and manufacturer can be profitable and help insure food independence and security.

Over the years, I have engaged undergraduate engineering students through a service-learning option in the two-semester engineering capstone course, Senior Design, to design low-tech devices that are adapted to the culture and environment in which they are deployed. Engineering design is a cyclical process. Students come up with a design, build a prototype, and then obtain user feedback from field trials that then informs the next design iteration. Most undergraduate students do not realize that engineering a device needs multiple iterations and are surprised or disappointed when they realize their work will most likely be changed or updated by a future student team. I strongly believe, however, that the community partner is the focus of the service-learning effort, and it is the ethical responsibility of our teams to design a device or process that is truly useful for the community. Even if the student team receives an A for their work, a project is not successful until a community actually adopts and embraces the technology, and this may take several student teams.

The breadfruit processing service-learning effort has designed a manual shredder and drier and adapted a manual grinder that can be used to make the flour. The
next step in the project is to develop a pilot demonstration to provide the knowledge base necessary to enable breadfruit enterprises to be established and replicated in Haiti and throughout the Caribbean. In addition to re-designing an engineering device through multiple teams, successfully deploying a new technology in a community needs a multi-disciplinary approach. In the case of breadfruit flour, one needs an end product with a market demand and a thorough understanding of the supply chain and distribution system. Thus, I have realized the need to broaden the service-learning experience to also engage graduate students in operations management and systems engineering to help create viable commercial systems from fruit harvest to end product. I have recently received funding to open a small bakery in Haiti with our Haitian partners to begin processing breadfruit flour for use in baking into a nutritious snack product in a small business setting. The introduction of a new product will further increase local food supplies, increase the demand for breadfruit flour, and create business ventures for both the producers and the processors. I believe that the students involved with establishing a real bakery in Haiti will never forget the experience and will learn firsthand the challenges of their coursework.

Those who believe that charity is the answer to the world's problems often have a tendency—sometimes striking, sometimes subtle, surely lurking in all of us—to regard those needing charity as intrinsically inferior. . . . The approach of charity further presupposes that there will always be those who have and those who have not. . . . Paulo Freire writes: 'In order to have the continued opportunity to express their “generosity,” the oppressors must perpetuate injustice as well. An unjust social order is the permanent fount of this "generosity," which is nourished by death, despair and poverty.' Freire's conclusion follows naturally enough: 'True generosity consists precisely in fighting to destroy the causes which nourish false charity.'

—Paul Farmer
Workshop: Scholarship of Service-Learning Pedagogy

The Office of Service-Learning invites you to participate in an extended workshop (five meetings over six months) to produce a scholarly article about your experience using service-learning in higher education.

March 1, 2012
8:00 – 9:30 a.m. ~ McNeely 315
Julie Plaut of Minnesota Campus Compact will conduct a session introducing those assembled to the scholarship of pedagogy, opportunities for publishing in service-learning, and standards of setting up qualitative or quantitative measures to provide data upon which to draw as participants produce their publishable articles.

March 27, 2012
8:00 – 9:30 a.m. ~ McNeely 315
Participants will bring a literature review listing no fewer than ten articles that have been published within the last few years in their respective fields of study. They will be prepared to share an idea for an article, and to demonstrate where the article “fits” in the current scholarship of pedagogy.

April 24, 2012
8:00 – 9:30 a.m. ~ McNeely 315
Participants will share their article abstracts and outlines for collective feedback, having determined their qualitative or quantitative research methods.

June 19, 20, 21, 2012
9:00 a.m. – 3:00 p.m. ~ Location TBA
Participants will “retreat” to work on their articles.

August 15, 2012
1:00 – 3:00 p.m. ~ McNeely 315
Participants will present their completed papers for feedback before sending them off to prospective publishers.
Please copy Paro Pope on the submission so that she can process payment.

Participants will receive $500 upon submission of an article to a reputable journal. Please RSVP to Paro Pope, pope3625@stthomas.edu, by February 21, 2012. A continental breakfast will be served at the first three meetings.
Book Club

The Office of Service-Learning wishes to create a collegial space for faculty engaged in service-learning to gather around and support one another by reading books that address issues of social justice and transformative pedagogy. Our first selection is *Pedagogy of the Oppressed*, by Paulo Freire.

**March 15, 2012**
4:00-5:30 p.m. ~ Fireside Room | Murray-Herrick
first half of book

**April 26, 2012**
3:30-5:00 p.m. ~ Fireside Room | Murray-Herrick
second half of book

“*Pedagogy of the Oppressed* meets the single criterion of a ‘classic’: it has outlived his own time and its author’s. For any teacher who links education to social change, this is required reading.” —Stanley Aronowitz

We invite faculty to join us this semester as we delve into the book that has been identified as a foundation of critical pedagogy—*Pedagogy of the Oppressed*, by Paulo Freire. First published in 1968, and translated into English in 1970, Freire developed a theory of education “based on the conviction that every human being, no matter how ‘ignorant’ or submerged in the ‘culture of silence’ is capable of looking critically at [one’s] world in a dialogical encounter with others, and that provided with the proper tools for such encounter [one] can gradually perceive [one’s] personal and social reality and deal critically with it.” In the process, Freire argues, one’s “world becomes radically transformed.” The one who is ‘colonized’ is “no longer willing to be a mere object responding to changes occurring around him [or her]. ...This radical self-awareness, however, is not only the task of the workers, but of persons in all countries, including those who in our advanced technological society have been or are being programmed into conformity and thus are essentially part of ‘the culture of silence.’” (http://www.pedagogyoftheoppressed.com/about/; accessed 1 Feb 2012).

Please RSVP to Paro Pope, pope3625@stthomas.edu, by March 1, 2012. The Office of Service-Learning will send you the book through intercampus mail. Wine and cheese will be served for our collective enjoyment.
Midterm Faculty Luncheon

The Office of Service-Learning wishes to support faculty who are currently using service-learning by hosting a midterm faculty luncheon where folks can check-in with one another about their experiences in service-learning, and to seek advice/encouragement from other faculty before semester’s end.

This semester’s luncheon will be hosted on Thursday, March 29, during the convocation hour from 11:45-1:15 p.m., in ASC 365 (Leyden). Please RSVP to Paro Pope, pope3625@stthomas.edu, by March 22, 2012.

Introduction to Service-Learning Workshop

A workshop for faculty interested in learning more about service-learning will be held Tuesday through Thursday, May 22, 23, and 24, on the St. Paul campus. The workshop will run from 9 a.m. to noon each day, extending through the lunch hour until 1:30 on the third and final day. This workshop is designed for those who have little or no experience in service-learning, enabling them to:

- Discover the foundations and goals of service-learning
- Hear from experienced faculty and students affected by this pedagogy
- Interact with potential community partners
- Wrestle with ethical issues introduced by service-learning
- Learn how to incorporate service-learning into new or existing courses

The three-day workshop will include presentations by faculty who have engaged in service-learning in their own courses, as well as by community partners who are interested in collaborating with faculty for student transformation. A $500 stipend will be given to faculty members who incorporate a service-learning component for the first time. Both full- and part-time faculty members are welcome to attend. This workshop is co-sponsored by the Office for Service-Learning and Faculty Development.

Interested faculty members should contact Paro Pope, administrative assistant for service-learning, at pope3625@stthomas.edu, or 2-5381, by Friday, May 11, 2012.
Faculty engaged in service-learning will want to note these on-campus events:

**Sheryl WuDunn**

The LuAnn Dummer Center Lecture Series features Sheryl WuDunn, who will speak about her book, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. Wednesday, **March 7, 2012**, 7:00 p.m., in the O'Shaughnessy Educational Center Auditorium, St. Paul campus.

**Mr. David “Sonny” Lacks**

Multicultural Student Services is hosting the Spring Community Dialogue with Mr. David “Sonny” Lacks and faculty at UST. Mr. Lacks’ visit follows the sixth annual J-term Book Club, in which the community read *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot. The book follows the story of Henrietta Lacks, a “riveting story of the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew. It’s a story inextricably connected to the dark history of experimentation on African Americans, the birth of bioethics, and the legal battles over whether we control the stuff we’re made of.” Thursday, **March 8, 2012**, 7:00-8:30 p.m., O’Shaughnessy Educational Center Auditorium, St. Paul campus.
## At-A-Glance

### Office of Service-Learning Calendar 2012

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>SL Writing &amp; Publishing Workshop</td>
<td>Thursday</td>
<td>March 1</td>
<td>8:00AM - 9:30AM</td>
<td>McNeely 315</td>
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<tr>
<td>The LuAnn Dummer Center Lecture Series features Sheryl WuDunn</td>
<td>Wednesday</td>
<td>March 7</td>
<td>7:00PM - 8:30PM</td>
<td>O'Shaughnessy Educational Center Auditorium</td>
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<tr>
<td>Student Diversity &amp; Inclusion Services: Spring Community Dialogue with Mr. David “Sonny” Lacks</td>
<td>Thursday</td>
<td>March 8</td>
<td>7:00PM - 8:30PM</td>
<td>O'Shaughnessy Educational Center Auditorium</td>
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<tr>
<td>VIRTUS Training</td>
<td>Sunday</td>
<td>March 11</td>
<td>5:30PM - 8:30PM</td>
<td>JRC 126</td>
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<tr>
<td>Service-Learning Advisory Board Mtg. (SLAB)</td>
<td>Thursday</td>
<td>March 15</td>
<td>8:30AM - 9:30AM</td>
<td>ASC 367</td>
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<tr>
<td>SL Book Club: &quot;Pedagogy of the Oppressed,&quot; Part 1</td>
<td>Thursday</td>
<td>March 15</td>
<td>4:00PM - 5:30PM</td>
<td>Murray-Herrick, Room 280 (Frieside)</td>
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<tr>
<td>VIRTUS Training</td>
<td>Tuesday</td>
<td>March 27</td>
<td>6:00PM - 9:00PM</td>
<td>JRC 126</td>
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<tr>
<td>SL Writing &amp; Publishing Workshop</td>
<td>Tuesday</td>
<td>March 27</td>
<td>8:00AM - 9:30AM</td>
<td>McNeely 315</td>
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<tr>
<td>SL Faculty Luncheon</td>
<td>Thursday</td>
<td>March 29</td>
<td>11:30AM - 1:30PM</td>
<td>ASC 365-Leyden</td>
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<tr>
<td>Service-Learning Advisory Board Mtg. (SLAB)</td>
<td>Wednesday</td>
<td>April 18</td>
<td>8:30AM - 9:30AM</td>
<td>ASC 367</td>
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<tr>
<td>SL Writing &amp; Publishing Workshop</td>
<td>Tuesday</td>
<td>April 24</td>
<td>8:00AM - 9:30AM</td>
<td>McNeely 315</td>
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**Calendar**

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**Office of Service-Learning Calendar 2012**

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<th>Location</th>
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<tbody>
<tr>
<td>SL Book Club: “Pedagogy of the Oppressed,” Part 2</td>
<td>Thursday</td>
<td>April 26</td>
<td>3:30PM - 5:00PM</td>
<td>Murray-Herrick, Room 260 (Fireside)</td>
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<tr>
<td>Introduction to Service-Learning Workshop: Day 1</td>
<td>Tuesday</td>
<td>May 22</td>
<td>8:00AM - 12:00PM</td>
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<tr>
<td>Introduction to Service-Learning Workshop: Day 2</td>
<td>Wednesday,</td>
<td>May 23</td>
<td>8:00AM - 12:00PM</td>
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<tr>
<td>Introduction to Service-Learning Workshop: Day 3</td>
<td>Thursday</td>
<td>May 24</td>
<td>8:00AM - 1:30PM</td>
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<tr>
<td>SL Writing &amp; Publishing Workshop</td>
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<td>June 19</td>
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<tr>
<td>SL Writing &amp; Publishing Workshop</td>
<td>Tuesday</td>
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<td>9:00AM - 3:00PM</td>
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<tr>
<td>SL Writing &amp; Publishing Workshop</td>
<td>Wednesday</td>
<td>August 15</td>
<td>1:00PM - 3:00PM</td>
<td>McNeely 315</td>
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For purposes of planning, please RSVP for events to Paro Pope, pope3625@stthomas.edu, and register for Virtus trainings at http://www.virtus.org/virtus.
Minnesota Campus Compact and the National Service-Learning Clearinghouse have ongoing announcements about opportunities to publish, present, and fund endeavors in service-learning. Here are just a few highlights that might pique your interest:

What Makes Our Students More Socially Responsible? Service-Learning's Impact on Attitudes and Behavior. Join Joseph Erickson, professor of education at Augsburg College, for a discussion of service-learning research informed by Contact Theory, its implications for service-learning practice, and related resources that faculty and administrators might use in assessing their own civic engagement efforts' effects on students. Participants are encouraged to read Dr. Erickson’s chapter in The Future of Service-Learning: New Solutions for Sustaining and Improving Practice (Stylus, 2009) in advance, if possible. This event is free for anyone from a MNCC member institution, and participation is possible in person or by phone. Please register by February 29th. With any questions, contact Julie Plaut at julie@mncampuscompact.org or 612-436-2081. Note: this conversation will be followed by an optional discussion of assessment (and anything else of interest to participants) with Amanda Wittman, Director of Academic and Strategic Initiatives at the national Campus Compact, who is traveling through the Twin Cities that day. Monday, March 5, 2012, 11:00 a.m. - 12:00 p.m. Oren Gateway Center, Room 100, Augsburg College.

Upper Midwest Civic Engagement Summit. The Iowa, Minnesota and Wisconsin Campus Compacts invite you to present and join us for the inaugural Upper Midwest Civic Engagement Summit, June 5-6, 2012 at Macalester College in St. Paul Minnesota. The Summit will provide opportunities for faculty, professional staff, student and community leaders interested in higher education civic engagement activities to network and learn from one another while engaging in skill-building sessions as well as discussing challenging issues facing our communities and campuses. This work is critical to democracy. In an era of deeply polarized and uncivil public discourse, high-quality community work and learning prepares students to listen and speak respectfully across differences. Rather than resigning ourselves to the existence of major social problems, campuses can build partnerships that support student success and address specific community priorities. Investing in assessment also allows us to communicate the value of these collaborative efforts and continue to improve them. Please consider submitting a proposal to present a session or poster by February 24, 2012. Registration will open in March. Early registration rates are $75 for Campus Compact members, $150 for non-members and $40 for students and AmeriCorps members.
The Spencer Foundation: New Civics Initiative. The Spencer Foundation has announced its “New Civics” Initiative. It embedded within the broader Foundation’s belief that cultivating knowledge and new ideas about education will ultimately improve students’ lives and enrich society. The designation “new” refers to an expanded understanding of civic education and its relationship to civic action. Ultimately, the Spencer Foundation sees civic education not simply as a grounding in historical and procedural knowledge of systems of government, but, more broadly, as education, whether in schools or elsewhere, that develops skills, knowledge, and dispositions that lead to informed and reasoned civic action. With this expanded understanding, we aim to support research that deepens our understanding of educational and other influences on civic action, that attends to social inequalities in civic education and civic action, and that has the potential to shape future research and practice in these fields. And we aim to create occasions for scholars’ learning, inquiry, and exchange – to strengthen the research community and its connections to educational policy and practice. Those interested in submitting a proposal for research within the Initiative should review our current request for proposals. Grants are available up to $40,000 in its small grants category; up to $350,000 in its major grants category. For more information, visit http://www.spencer.org/content.cfm/mission.

Bringing Theory to Practice. The Association of American Colleges and Universities is soon going to release its request for proposals in the category of “Bringing Theory to Practice.” In the last round, they requested proposals for projects that addressed: I. Institutional efforts to examine, learn from and to make sustainable initiatives that foster the gains from the relationship between college students’ civic development and their psychosocial well-being; II. Institutional ability to demonstrate the evaluation and sustainability of initiatives that address the increasing opportunities for students to have transformative educational experiences and for institutions to transform priorities and practices so as to make such experiences both expected and provided. Proposals addressing these themes were submitted in three categories: mini-grants and student programming up to $2,500; program or research initiatives up to $10,000; and demonstration site grants up to $75,000 per year for two years (up to $150,000). Check for the new request for proposals: http://www.aacu.org/bringing_theory/fundingopportunities.cfm.
If you have specific questions or would like to discuss Service-Learning opportunities in more detail, please contact us at:

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